

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2015 AUG 20 AM 10:01 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS </div>
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Nacogdoches ISD	174904	Emeline Carpenter Intermediate	NA
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
75-600219	7 (VII)	1	0960286590000
Mailing address		City	State ZIP Code
420 S. Shawnee		Nacogdoches	TX 75961

Primary Contact

First name	M.I.	Last name	Title
Chanté		Davis	Executive Director of Accountability and Federal Programs
Telephone #	Email address		FAX #
936.569.5000	cdavis@nacisd.org		936.569.5745

Secondary Contact

First name	M.I.	Last name	Title
Sandra		Dowdy	Assistant Superintendent for Academic Services
Telephone #	Email address		FAX #
936.569.5000	sdowdy@nacisd.org		936.569.5745

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Fred	S.	Hayes	Superintendent
Telephone #	Email address		FAX #
936.569.5000	fhayes@nacisd.org		936.560.9613
Signature (blue ink preferred)		Date signed	

8.18.15

Only the legally responsible party may sign this application.

701-15-107-050

Schedule #1—General Information (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the transformation model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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	<p>across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the Texas state-design model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p> <p>3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.</p>

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
10. 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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	<ol style="list-style-type: none"> 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: <ol style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <u>restart model</u>, the campus will meet all of the following federal requirements:</p>

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	<ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> significant improvement in academic achievement success in closing achievement gaps either within a school or relative to other public schools High school graduation rates No significant compliance issues in the areas of civil rights, financial management and student safety. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a Rural LEA applicant may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> A study of efficacy that meets What Works Clearinghouse evidence standards. A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. A study which used a large sample and multi-site sampling. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **174904**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Vision and Focus for School Reform

Nacogdoches ISD is led by a visionary Superintendent, Dr. Fred Hayes, who has received numerous awards and recognitions for his commitment to excellence. When he served as a leader in Clear Creek ISD, his many accolades included Region 4 Principal of the Year, Texas Principal of the Year, and Finalist for National Principal of the Year. At Athens ISD, he was nominated by the board of trustees as the Region 7 Superintendent of the Year. These honors and awards underscore Dr. Hayes' commitment to educational excellence, and he leads Nacogdoches ISD with that commitment foremost in his thoughts and actions. It is especially difficult when a Nacogdoches school is placed on the Priority Schools list, as Emeline Carpenter Academy for Technology and Science was last year, but the district, its senior leadership team, and the leaders of Carpenter stand together in focused intention that the learning community excels and is no longer recognized for its failures but for its successes. With this vision in mind, this TTIPS grant initiative will be known as **Carpenter Succeeds**.

Sense of Urgent Need for Change

After several struggling years in which Carpenter Academy failed to meet standards, the school was reconstituted into Carpenter Elementary, serving students in pre-K through grade 2, and Carpenter Intermediate, serving students in grades 3-5. The dual-school structure continues to serve students from the same neighborhood, on the same campus, but it now has two Principals who have responsibility for the Early Learning and Upper Grades, respectively. These Principals are new to the campus in 2015-16, and are aligned with the district's vision for reform of the Carpenter learning community, curriculum, staff commitment to excellence, and student achievement results.

For ease of communication throughout this document, the two campuses will be referred to as Carpenter Academy, but the reference includes both principals, all teachers, and all students in grades pre-K through 5.

High Expectations for Results

As is reflected in the narrative, budget, choice of supports and resources, and flexibilities to be granted to Carpenter's leaders, as well as in the newly structured bonus system, which recognizes and rewards teachers and others for their hard work and achievements, Nacogdoches ISD is dedicated to the complete transformation of this school and its members. Over the five years of this TTIPS grant period, **Carpenter Succeeds** will result in higher student achievement, meeting and exceeding state standards through the intentional and unrelenting application of high-quality, research-based professional development, curriculum, and instructional resources to turn the campus results around.

Because Carpenter understands that a solid educational foundation in the early years prepares students for success each year after, the joint district/campus TTIPS planning team selected the **Early Learning Intervention model** to guide **Carpenter Succeeds**. The district has long supported full-day pre-Kindergarten and recently expanded Carpenter's program from 4 classes to 8. TTIPS support will allow further on-campus, full-day pre-K expansion and the addition of a ninth section along with the resources, training, and support to maximize results of this growing program.

In short, Nacogdoches ISD and Carpenter Academy leaders will not rest until their high expectations are fulfilled in reality, and they will deploy existing and new resources, including additional instructional and support staff, to

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Operational Flexibilities that will be Afforded the Campus in a Reform Effort

Operational flexibilities to be afforded Carpenter's leaders include an extended summer program to supplement and extend the bilingual education program. This will be evident in a six-week, full-day summer initiative that is open to *all* students, from rising Kindergartners through rising fifth graders, regardless of their home language or academic ability. Additional flexibilities include hiring instructional staff to support daily instruction, ensure effective Special Education and ELL modifications, collect and review student data, and provide on-site professional development as required. The addition of a campus social worker, guidance counselor, and licensed vocational nurse (LVN) will support the social and emotional well-being of students and families as well as improve their overall health in support of increasing student attendance and academic success. **Carpenter Succeeds** will also provide for self-selected professional development for each teacher so they can match research-based, high-quality programs to their areas of individual need and interest.

Perhaps the most unique feature of **Carpenter Succeeds** is the way in which staff will conduct outreach to and involve parents in their children's education. Noticing that the parent resource center was underutilized due to transportation and childcare barriers, Carpenter will take its *mobile parent resource center* into the community, meeting and involving parents where they live—in or near their apartment complexes, churches, and community centers.

As the project progresses and school leaders gather and review feedback from teachers, staff, students, parents, and community members, they will have the opportunity to create new flexibilities to meet identified needs. The bottom line is that Nacogdoches supports Carpenter's success and will collaborate with school leaders, the Project Coordinator, and school staff to implement strategies and activities that work and get results.

Finally, TTIPS funding for **Carpenter Succeeds** will support a wide variety of professional development, including training in data gathering and disaggregation from NWEA's Measure of Academic Progress (MAP) instrument, in the appropriate and effective use of CLI Engage's diagnostics and assessments as well as their parent and teacher resources, in improving school climate through Positive Behavior, and in extending the use of existing curriculum resources, as well as effectively using new materials for reading, writing, math, and science. The planning team has thoughtfully and carefully designed a comprehensive school reform program that leverage existing foundations and extends leader, staff, and students learning to new heights.

Organizational Structures/ Existing Capacity and Resources/ Communication Structures

In addition to the support of the District Coordinator for School Improvement (DCSI), Carpenter staff and students will have the benefit of direct involvement with the highly experienced Assistant Superintendent of Academic Services as well as the Executive Director of Accountability and Federal Programs. **Carpenter Succeeds** will fund a full-time Project Coordinator to manage grant activities and report on project success as well as to provide direct services such as managing the after-school and summer learning programs, freeing the new school leaders from added job responsibilities and leaving them open to focus on teacher and student support and parent engagement.

In summary, Nacogdoches fully supports this TTIPS proposal as aligned with its vision for school success. Carpenter Academy's new school leaders are ready to incorporate the many benefits and supports proposed here, and the district is confident that this five-year program will have a significant impact on student attendance, student achievement, teacher quality, school climate, parent involvement, and teacher retention. Carpenter stands ready for success.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 174904

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award

Fund code: 276

costs are permitted from October 1, 2015, to December 31, 2015.

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$262,164	\$18,200	\$0	\$732,751	\$42,135	\$677,286	\$50,015	\$590,281	\$51,256	\$501,005	\$43,779	\$2,968,873
#8-Professional and Contracted Services	6200	\$138,000	\$0	\$0	\$144,500	\$0	\$142,000	\$0	\$118,500	\$0	\$87,250	\$0	\$630,250
#9-Supplies and Materials	6300	\$86,000	\$0	\$0	\$110,000	\$0	\$110,000	\$0	\$105,000	\$0	\$58,000	\$0	\$469,000
#10-Other Operating Costs	6400	\$12,605	\$0	\$0	\$13,105	\$0	\$13,105	\$0	\$12,105	\$0	\$7,450	\$0	\$58,370
#11-Capital Outlay	6600/ 15XX	\$0	\$0	\$0	\$7,625	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,625
Consolidate Administrative Funds <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No													
2.601% Indirect costs (see note):		N/A	\$473	N/A	N/A	\$1,096	N/A	\$1,301	N/A	\$1,333	N/A	\$1,139	\$5,342
Grand total of budgeted costs (add all entries in each column):		\$498,769	\$18,6730	\$0	\$1,007,981	\$42,135	\$1,051,212	\$51,316	\$993,707	\$52,590	\$878,476	\$43,779	\$4,139,460

Administrative Cost Calculation

Enter the total grant amount requested:

\$4,139,460

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$206,973

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)									
County-district number or vendor ID: 174904		Amendment # (for amendments only):							
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher – 1 pre-K	1	0	\$0	\$0	\$45,000	\$0	\$0	\$0	\$45,000
2 Educational aide	0	1	\$0	\$0	\$4,800	\$4,944	\$5,092	\$2,623	\$17,459
3 Tutor									
Program Management and Administration									
4 Project Director	1	0	\$37,917	\$0	\$66,950	\$68,959	\$71,027	\$73,158	\$318,010
5 Admin Assistance to PD	0	1	\$0	\$0	\$7,200	\$7,200	\$7,200	\$7,200	\$28,800
6									
Auxiliary									
7 Guidance Counselor	1	0	\$32,083	\$0	\$56,650	\$58,350	\$60,100	\$61,903	\$269,086
8 Social Worker	1	0	\$32,083	\$0	\$56,650	\$58,350	\$60,100	\$61,903	\$269,086
9 LVN (Lic Voc Nurse)	1	0	\$17,500	\$0	\$30,900	\$31,827	\$32,782	\$33,765	\$146,774
Other Employee Positions									
10 Title			\$	\$	\$	\$	\$	\$	\$
13									
Subtotal employee costs:			\$119,583	\$0	\$268,150	\$229,629	\$236,301	\$240,552	\$1,094,215
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay									
15 6119 Professional staff extra-duty pay			\$104,333	\$0	\$148,700	\$148,700	\$136,700	\$74,200	\$612,633
16 6121 Support staff extra-duty pay			\$9,720	\$0	\$14,256	\$14,256	\$7,776	\$7,776	\$53,784
17 6140 Employee benefits			\$46,727	\$0	\$123,484	\$121,217	\$47,260	\$8,756	\$347,445
18 61XX Tuition remission (IHEs only)									
61XX Bonus/incentive pay – all staff			\$0	\$0	\$213,500	\$213,500	\$213,500	\$213,500	\$854,000
19 Subtotal substitute, extra-duty, benefits costs			\$160,781	\$0	\$506,736	\$497,673	\$405,236	\$304,232	\$1,874,658
20 Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$280,364	\$0	\$774,886	\$727,301	\$641,538	\$544,784	\$2,968,873

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **174904**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:							
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	\$	\$	\$	\$
	Specify purpose:							
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	eBooks for eReaders	<input type="checkbox"/>	\$12,000	\$0	\$12,000	\$12,000	\$9,000	\$6,000	\$51,000
2	Online cross-curricular resources for research and content-related study	<input type="checkbox"/>	\$7,500	\$0	\$7,500	\$7,500	\$7,500	\$3,750	\$33,750
3	Frog Street training for teachers (ex: Pre-K training on reading intervention)	<input type="checkbox"/>	\$6,000	\$0	\$6,000	\$6,000	\$3,000	\$3,000	\$24,000
4	Science PD (ex: Region 7, Martha Lee, Cody Freeman)	<input type="checkbox"/>	\$6,000	\$0	\$6,000	\$6,000	\$3,000	\$3,000	\$24,000
5	Developmental Writing PD	<input type="checkbox"/>	\$5,000	\$0	\$5,000	\$5,000	\$2,500	\$2,500	\$20,000
6	RLA PD	<input type="checkbox"/>	\$5,000	\$0	\$5,000	\$5,000	\$3,000	\$3,000	\$21,000
7	Math manipulatives PD/training	<input type="checkbox"/>	\$5,000	\$0	\$5,000	\$5,000	\$2,500	\$2,500	\$20,000
8	Positive Behavior PD/training	<input type="checkbox"/>	\$7,500	\$0	\$7,500	\$5,000	\$2,500	\$2,500	\$25,000
9	PD/training for NWEA MAP diagnostics, assessments, and data disaggregation to improve instruction	<input type="checkbox"/>	\$5,000	\$0	\$7,500	\$7,500	\$2,500	\$2,500	\$25,000
10	"Mini-grants" for CONTENT-AREA teachers to use for self-directed PD - \$1,000 each	<input type="checkbox"/>	\$29,000	\$0	\$29,000	\$29,000	\$29,000	\$29,000	\$145,000
11	"Mini-grants" for OTHER teachers to use for self-directed PD-\$500 ea	<input type="checkbox"/>	\$3,000	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
12	Contracted coaching for 2 Principals	<input type="checkbox"/>	\$7,000	\$0	\$11,000	\$11,000	\$11,000	\$6,500	\$46,500
13	Compass Learning (for individualized student achievement support based on MAP scores/data)	<input type="checkbox"/>	\$40,000	\$0	\$40,000	\$40,000	\$40,000	\$20,000	\$180,000
a.	Subtotal of professional and contracted services requiring specific approval:		\$0	\$0	\$0	\$0	\$0	\$0	\$0
b.	Subtotal of professional services, contracted services, or subgrants:		\$138,000	\$0	\$144,500	\$142,000	\$118,500	\$87,250	\$630,250
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0	\$0	\$0	\$0	\$0	\$0

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(Sum of lines a, b, and c) Grand total	\$138,000	\$0	\$144,500	\$142,000	\$118,500	\$87,250	\$630,250
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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16

2015-2020 Texas Title I Priority Schools, Cycle 4

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 174904						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	eReaders	For students to use to extend learning after school hours and at home	110	\$100							
	2				\$	\$11,000	\$0	\$11,000	\$11,000	\$11,000	\$11,000	\$55,000
	3				\$							
	4				\$							
	5				\$							
6399	Technology software—Not capitalized					\$	\$	\$	\$	\$	\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$	\$	\$	\$	\$	\$
	Subtotal supplies and materials requiring specific approval:					\$	\$	\$	\$	\$	\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$75,000	\$0	\$99,000	\$99,000	\$94,000	\$47,000	\$414,000
	Grand total:					\$86,000	\$0	\$110,000	\$110,000	\$105,000	\$58,000	\$469,000

6300 DETAIL:

Writing: Teacher kits, student materials; Science: Teacher kits, student materials; Reading: Teacher kits, student materials; Math manipulatives and teacher kits; Materials for Mentor teacher training and beginning teachers (0-2 years experience); Additional Frog Street curriculum and support materials; Materials for mobile parent resource center: parent involvement/training at community-based locations (apartment complexes, community centers, etc.); Accelerated Reader books, etc. for classroom libraries, including for summer check-out; "Mini-grants" of supplies and materials for classrooms as in-kind incentive pay for teachers; up to \$500 per teacher x 42; Supplies and materials for parent and community engagement: Family Math Night; Family Reading Night; Family Science Night; etc. (Instructional materials, marketing materials/printing/postage, meeting costs, etc.) - \$2000 per event x 4 per year

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 174904		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$12,605	\$0	\$13,105	\$13,105	\$12,105	\$7,450	\$58,370	\$58,370
Grand total:		\$12,605	\$0	\$13,105	\$13,105	\$12,105	\$7,450	\$58,370	\$58,370

6400 DETAIL:

- Out of state travel for up to 6 teachers per year (years 1-4), 3 teachers in year 5 to attend regional or national conferences such as NCTM, NSTA, CAST, CAMT, and others - assumes 3 days/3 night;
- In-state travel (mileage) for Principal, School Leadership Team, and Teachers to observe exemplary schools and classrooms in the district and for Mobile Parent Center activities in community-based location;
- In-state travel for 3 staff to attend required school leadership trainings for TTIPS grant - assumes 2 days/2 nights

n-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 174904										Amendment number (for amendments only):				
15XX is only for use by charter schools sponsored by a nonprofit organization.														
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years				
6669/15XX—Library Books and Media (capitalized and controlled by library)														
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$				
66XX/15XX—Technology hardware, capitalized														
2			\$	\$	\$	\$	\$	\$	\$	\$				
3			\$	\$	\$	\$	\$	\$	\$	\$				
4			\$	\$	\$	\$	\$	\$	\$	\$				
5			\$	\$	\$	\$	\$	\$	\$	\$				
6			\$	\$	\$	\$	\$	\$	\$	\$				
7			\$	\$	\$	\$	\$	\$	\$	\$				
8			\$	\$	\$	\$	\$	\$	\$	\$				
66XX/15XX—Technology software, capitalized														
9			\$	\$	\$	\$	\$	\$	\$	\$				
10			\$	\$	\$	\$	\$	\$	\$	\$				
11			\$	\$	\$	\$	\$	\$	\$	\$				
12			\$	\$	\$	\$	\$	\$	\$	\$				
13			\$	\$	\$	\$	\$	\$	\$	\$				
66XX/15XX—Equipment, furniture, or vehicles														
14	Furniture for new pre-K section: Student desks	20	\$150	\$3,000	\$	\$	\$	\$	\$	\$				
15	Tables	5	\$250	\$1,250	\$	\$	\$	\$	\$	\$				
16	Rugs, pillows, soft seating	6	\$250	\$1,500	\$	\$	\$	\$	\$	\$				
17	Chairs	25	\$75	\$1,875	\$	\$	\$	\$	\$	\$				
18			\$	\$	\$	\$	\$	\$	\$	\$				
19			\$	\$	\$	\$	\$	\$	\$	\$				
20			\$	\$	\$	\$	\$	\$	\$	\$				
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life														
21			\$	\$	\$	\$	\$	\$	\$	\$				
Grand total:				\$7,625	\$0	\$0	\$0	\$0	\$0	\$7,625				

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 174904		Amendment # (for amendments only):	
Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Enrollment	439		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	245	55.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	109	24.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	1	0.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	7	1.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	412	93.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	75	17.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	32	7.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	134		2014=15 PEIMS Report #425
Disciplinary placements in In-School Suspension	2		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	91		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	NA	NA	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	55 out of 155	35%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student/School Demographics

The following table shows demographic trends for the past four years, including the current 2015-16 school year:

INDICATOR	2012-13	2013-14	2014-15
Total Enrollment	515	439	553
African American	54.2%	55.8%	53.9%
Hispanic	30.9%	24.8%	28.9%
White	12.0%	15.3%	13.85%
Asian	1.4%	1.6%	1.4%
Economically Disadvantaged	94.4%	93.8%	94.5%
English Language Learners (ELL)	24.3%	17.1%	23%
Students Served by Special Education	7.2%	7.3%	7.7%

Enrollment at Emeline Carpenter Academy of Technology and Science declined by 76 students between 2012-13 and 2013-14, which represents a 14.8% slide from 515 students to 439. During both of these school years, Carpenter was rated as "Improvement Required." Enrollment has since risen to 553—an increase of 25.9%. Student demographics have remain relatively stable across all categories indicated, with a slight dip in the number of ELL students in 2013-14.

Additionally, 79% of Carpenter's students are considered at-risk due to social, economic, and educational factors.

Community Demographics

2010 Census data (American FactFinder) for the primary zip code in which Carpenter is located (75961) reveals that the **median household income is \$29,413**—46.7% less than the Texas median income of \$55,200 and 48.2% less than the US median income of \$50,500. Further, 44.5% of households earn less than \$25,000 a year. The percent earning less than \$25,000 a year rises to 61.8% for nonfamily households.

Education levels in this community are equally challenging. Although only 14.6% of the total population aged 18-24 are "less than high school graduate," this number is heavily skewed toward men: 25.4% of men (as opposed to 8.8% of women) have less than a high school diploma. Roughly a quarter of people (23.9%) in this age group are high school graduates (30.9% of men and 20.2% of women). Of the remainder, just over half (52.5%) have some college or an Associate's degree (43.7% of men; 57.2% of women), and only 9% have a Bachelor's degree or higher (no men; 13.9% of women).

For all individuals over the age of 28, 65.8% are high school graduates or higher, leaving more than one-third (34.2%) who are not high school graduates. **An astonishing 29.1% of individuals in this zip code live below the poverty level**—1.6 times the 17.6% in poverty in Texas and almost twice the 15.4% in poverty in the US.

The teachers and staff of Carpenter Academy and Nacogdoches ISD need additional resources to address the pressing academic and social issues of this high-needs population. The entire learning community will benefit greatly from TTIPS funding for this project, to be known as *Carpenter Succeeds*.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	49.0		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	29.0	70.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.0	8.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1.5	3.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	14.5	29.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	9.0	31.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	1.0	3.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	3.0	10.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	8.0	27.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	8.0	27.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	6.0	20.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	4.0	13.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$38,500		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$39,413		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$41,463		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$46,799		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	\$53,886		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	9	18%	2014-15 HR report
Staff with Bachelor's degree as highest level attained	24	48%	2014-15 HR report
Staff with Master's degree as highest level attained	17	34%	2014-15 HR report
Staff with Doctoral degree as highest level attained	0	0%	2014-15 HR report

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following table shows student demographics as compared with teacher demographics for 2012-13 and 2013-14:

INDICATOR	2012-13		2013-14		2014-15	
	Students	Teachers	Students	Teachers	Students	Teachers
African American	54.2%	23.0%	55.8%	31.0%	53.9%	61.0%
Hispanic	30.9%	5.7%	24.8%	0.0%	28.9%	0.0%
White	12.0%	68.4%	15.3%	65.5%	13.85%	36.0%
American Indian	0.0%	2.9%	0.2%	3.4%	0.0%	0.0%
Asian	1.4%	0.0%	1.6%	0.0%	1.4%	0.0%

In 2012-13, the student population was majority African American, but the staff was majority White, and there were very few Hispanic teachers for the 30.9% of Hispanic students enrolled. The following year, 2013-14, the percent of African American teachers increase 8 percentage points to 31% and the African American student population retained its majority, but the vast majority of teachers (65.5%) were White. In 2013-14, the proportion of Hispanic students decreased by 6.1 percentage points, but by then there were no Hispanic teachers on staff at all. From 2013-14 to 2014-15, teacher turnover at Carpenter was a significant 54%. This allowed Carpenter to hire a more diverse and representative staff, which is now majority African American (even more so than the student population), but still with no Hispanic teachers on staff for the 28.9% of Hispanic students and with a White teacher population that is almost double that of White students.

Demographics that reflect a mis-match between students and teachers points to potential school climate and culture issues for the entire campus. When students do not see a teacher population that mirrors theirs, the relationship between teachers, school staff, and families are impacted and can even affect student attendance and absenteeism (Holt and Gershenson, 2015), which can set students back academically and put them at risk for future truancy. Evidence also suggests that teachers have higher subjective assessments of same-race students (Meier & Stewart, 1992; Dee, 20015; Ouazad, 2014). Additionally, research by Gershenson, Holt, and Papageorge (2015) finds that "nonblack teachers of black students have significantly lower expectations than do black teachers. These effects are larger for black male students and math teachers." Their findings add to a growing literature on the role of limited information in perpetuating educational attainment gaps. Research by Boser, Wilhelm, and Hanna (2014) also found that teachers have significantly lower expectations for the educational attainment of socioeconomically disadvantaged and racially minority students.

The bottom line is that teacher expectations and beliefs play an important part in shaping student outcomes and academic performance, though most districts and schools are not highly aware of this impact, and many are not actively recruiting minority or underrepresented teachers and staff.

A portion of TTIPS funding for **Carpenter Succeeds** will be directed toward improving school climate and culture, which includes increasing staff awareness of the potential effects of expectation bias.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
173	63	63	65	64	68	57	0	0	0	0	0	0	0	553

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
9	3	3	3	4	4	3	0	0	0	0	0	0	0	42*

* This number includes 29 grade-level assigned teachers as well as others who have teaching responsibilities but support multiple grades: 7 Instructional Coaches/Interventionists; 3 Special Area (Library, Music, PE); 3 Special Education teachers for a total of 42 teachers, school wide

Additionally, there will be 2 counselors, 1 RN, and 1 LVN

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **174904**

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For this TTIPS grant initiative to be successful, **Nacogdoches administrative and instructional leaders** formed a joint TTIPS planning team comprising:

- **District leaders:** The Assistant Superintendent for Academic Services, the Executive Director of Accountability and Federal Programs, the District Coordinator for School Improvement, the District Director of Curriculum, and the Coordinator of GT, RtI, and Testing; and
- **Emeline Carpenter Academy leaders and staff** (two Principals, Assistant Principal, selected lead teachers).

This team met in various configurations **2-3 times weekly** in July and August and consulted with district data personnel for the latest, most up-to-date demographics, socio-economic data, and test results to ensure that planning for this initiative reflected the needs of Carpenter Academy's at-risk students, their parents, families, and teachers.

This comprehensive needs assessment process included a review of the following:

- The Nacogdoches ISD needs assessment process and resulting annual report, which captures data around eight strategies related to the Long-Term Strategic Planning process, prioritized on the likelihood of helping the district and campuses meet the STAAR and EOC accountability standards;
- TAIS improvement plan and a review of progress toward achieving TAIS goals;
- STAAR and MAP test scores;
- Internal review of local student achievement;
- Public Education Information Management System (PEIMS);
- TAPR data regarding special populations;
- Internal review of current academic program, gaps, and needs;
- Teacher and school leader evaluations (PDAS);
- Internal review of available funding sources;
- Informal review of inventory (instructional supplies and materials, hardware/software, books and reading materials, etc.);
- Local demographic data, socio-economic status;
- Informal surveys/interviews with teachers, district and campus support staff; and
- Informal interviews with students, parents and business/community partners

In order to coordinate efforts, streamline the planning process, and ensure efficiencies in reporting, this application aligned language and metrics from Carpenter's TAIS plan with additional metrics for the TTIPS grant period.

As noted in the Carpenter Academy needs assessment summary and school improvement plan (submitted to TEA), the following needs emerged as highest priority:

- 23% of 1st grade students and thirty percent of 2nd grade students read on grade level based on DRA2 EOY data
- 43% of 3rd - 5th grade students met Phase-in 1 Level II STAAR standard in reading because of the lack of professional development and implementation of best instructional strategies.
- 31% of 3rd - 5th grade students met Phase-in 1 Level II STAAR standard in mathematics because of the lack of professional development and implementation of best instructional strategies. .
- 11% of 5th grade students met Phase-in 1 Level II STAAR standard in science because of the lack of professional development and implementation of best instructional strategies. .

Based on this needs assessment which revealed a lack of foundational learning in the core content areas which increased as students progressed through the grades the district's commitment to expand its early education (pre-K) program, the planning team voted unanimously to implement the Early Learning Intervention model to ensure a solid foundation for learning in the upper grades.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation
 ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ Early Learning Intervention Model
- ☐ Turnaround
 ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As previously stated, the Nacogdoches ISD and Carpenter Academy joint TTIPS planning team (see members, previous page) reviewed the requirements of each model as indicated in the grant application and guidelines and selected the **Early Learning Intervention model** as a best-fit choice. The rationale included the following considerations:

- District academic leaders believe in providing a high-quality early learning environment for its children;
- The number of economically disadvantaged students at Carpenter is significant (93.8%), and the majority of these students require additional instruction and an early start to catch up academically;
- Carpenter's 2012-13 and 2014-15 rating as "Improvement Required" necessitates focused intervention at all levels;
- The school has two new Principals (one for pre-K through 2 and one for 3-5), both of whom assumed their roles for the 2015-16 school year, so replacing them was not necessary;
- District and campus leaders agree that a research-based pre-K program, which feeds into a strengthened K-2 program, will provide students with the extra support they need to be reading on grade level by grade 3 or sooner; and
- The opportunity to avail Carpenter's students of the resources and support provided by CLI Engage and Texas School Ready were attractive and met several campus/student/parent/family needs.

The joint planning team easily eliminated the Texas State-Design (Early College High School), Restart, and Closure models from consideration as "not applicable" to the needs of Carpenter Academy or the district's vision for school improvement. Of the remaining choices, **the Early Learning Model was a best-fit option** as Nacogdoches has been working to expand full-day pre-Kindergarten across its district in general and at Carpenter specifically (which recently doubled its capacity from 4 full-day classes to 8 with room to add 1 more in 2016-17 and another possibly in 2017-18. Funding from this TTIPS grant initiative will allow Carpenter to add a research-based full-day pre-K program; track the impact of full-day pre-K on Carpenter's high-needs student population; observe and react to implementation challenges quickly; and provide additional resources for teacher training and support.

As Carpenter Academy is already philosophically aligned with the Early Learning Intervention model components, choosing this model and building a five-year program around its tenets was a natural fit.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District/Campus Actions to Seek and Consider Input

In Nacogdoches ISD, stakeholder involvement and input from **administrators, teachers, parents, students, and others** is sought routinely as a matter of course.

As indicated on page 27, the comprehensive needs assessment process for **Carpenter Succeeds** included the following sources for stakeholder input:

- Teacher and school leader evaluations;
- Informal interviews with teachers; forums and faculty meetings;
- Informal surveys/interviews with school leaders, teachers, district and campus support staff;
- Input from teachers, parents, and community members via Carpenter's site-based decision-making committee; and
- Informal interviews with older students and parents.

Plans for Meaningful Ongoing Family/Community Involvement

In addition to weekly faculty/staff meetings to gather input and disseminate information on project results and modifications, Carpenter Academy leaders will continue to engage families and community in the implementation of **Carpenter Succeeds** and other school operational and instructional decisions through the following avenues:

- **Monthly** site-based decision-making committee meetings, parent meetings, use of the mobile parent resource center;
- **Quarterly** communications with business and community partners and family engagement in literacy, math, and science nights; and
- **Annual** Title I surveys.

Furthermore, Carpenter Academy has been conducting more pre-K outreach to parents as its pre-K program has expanded. This outreach takes place through local churches and community centers. There is also a community mentor group whose members mentor students and volunteer w/teachers, and their input is valued and considered on a regular basis.

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Schedule #14—Management PlanCounty-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Oversee project implementation at the district level and ensure all aspects are on track and students are progressing; approve professional development (PD); facilitate PD as needed/required; serve on the Project Management Team; serve as liaison from the school to the district/Executive Team; and provide other support to school, leadership team, and teachers as appropriate;	Experienced facilitator, monitor, and evaluator of district, campus, and program improvement planning activities; articulate communicator and presenter with a proven ability to interact successfully with diverse populations; self-directed educational professional with exceptional organizational and implementation abilities; integral member of the District Leadership Team; experienced in performance-based and data validation monitoring processes
2.	Assistant Superintendent for Academic Services	Provide ongoing support in the areas of curriculum development, teacher technical assistance, professional development, materials acquisition, and program development; Support DCIS, Principals, and Project Coordinator with expertise on managing large grant projects; guide overall project implementation	Over 35 years experience as a public school teacher, leader, and Assistant Superintendent of academics, curriculum, and instruction; demonstrated experience achieving high standards and managing others to reach rigorous achievement targets; demonstrated experience managing and advising the implementation of large grant projects.
3.	Emeline Carpenter Academy Principals (pre-K - 2 and 3 - 5)	Jointly oversee school-based implementation of Carpenter Succeeds ; coordinate TTIPS activities with other district and school activities/initiatives; evaluate teacher performance; exit poor-performers; ensure timely project reviews and evaluation reports	Prior experience in early learning environments; at least 3 years exemplary elementary teaching experience; demonstrated ability to lead, train, and coach others to achieve goals and objectives; at least 2 years experience as a school administrator; Master's degree required.
	Mentors for teachers with 0-2 years experience	Support new and beginning teachers in implementing effective instructional and operational strategies; build competence and confidence in teachers; improve tchr retention	Prior exemplary experience as a classroom teacher; demonstrated ability to lead and coach others to achieve performance targets; excellent people skills; Bachelor's degree required.
4.	Project Coordinator (Full-time position paid with TTIPS)	Ensure day-to-day implementation of project activities; coordinate project budget management; complete project reports; serve in both program delivery (50-60%) and grant administration (40-50%)	At least 3 years experience as a school or district project manager, leader, or teacher with all applicable degrees and certifications; prior experience managing large state and/or federal grants; ability to meet deadlines and achieve objectives on time and within budget.
5.	Social Worker, Guidance Counselor, LVN (To be hired)	Support the overall health, well-being, and safety of students in support of improved academic achievement; intervene in non-academic circumstances and provide direct support or referrals to outside agencies for students and families;	At least 2 years exemplary experience in social work, guidance and counseling, or nursing (respectively); prior experience working with children in public school settings required; all degrees and certifications applicable to each respective role required.
6.	Educational aide for parent involvement support	Support campus efforts to meaningfully engage parents in the educational program; communicate goals and progress toward goals for TTIPS and other initiatives; strengthen the home-school connection	Prior experience as educational aide preferred; Associate's degree preferred; bilingual candidates preferred.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Mentor/coach for new principals	Support growth and development of Carpenter's two Principals (pre-K – 2; 3-5); advise on workload balance, task delegation, and the streamlining of school policies and procedures; identify additional PD opportunities for Principals; advise on successful implementation of academic and operational initiatives; support Principals' evaluation process and exiting of under-performing teachers (in accordance with district procedures)	Previous exemplary public school teaching and leadership experience required; demonstrated ability to lead others to success and achievement of rigorous standards; previous experience coaching leaders to measurably improve student achievement results; Master's degree in Education, Educational Leadership, and/or Curriculum required.
2.	External consultant/trainer/ PD provider (Region 7, content-area experts, and others)	Provide specialized PD in one or more of the following: content-area curriculum and interventions; use of student-accessible, hands-on tools and strategies to improve instruction;	Previous exemplary public school teaching experience with demonstrated record of success required; previous experience coaching teachers to improve efficiency and efficacy required; Bachelor's degree in Education required; Master's degree in Education or Educational Leadership preferred
3.			
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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the unlikely event that a Carpenter Academy must be replaced during the TTIPS grant period—or if they are promoted or leave the district—Nacogdoches ISD will manage the succession in one of the following preferred ways:

- Promote a highly qualified Assistant Principal from Carpenter Academy;
- Promote a highly qualified Assistant Principal from another campus in Nacogdoches ISD; or
- Transfer a highly qualified Principal from another campus in Nacogdoches ISD.

Under certain circumstances, Nacogdoches ISD leaders may elect to hire from outside the district, but promoting from within is the preferred method, especially for campuses such as Carpenter that need additional intensive interventions to exit Priority or Focus School status.

In addition to supporting new or beginning school leaders (those with 0-2 years of experience) Nacogdoches ISD is expanding its program of leadership development opportunities, known as the **Nacogdoches ISD Beginning Administrator's Course**, to support staff who are new to the school leadership role.

This yearlong course begins in September. Monthly sessions run through April. The course includes the following modules, each of which has multiple sub-categories that are covered during each professional development opportunity:

- A. **Student Management** (Due Process/Intervention, Appeals Process, Three Different Tracks of Discipline, Update on Applicable Laws Regarding Student Management/Code of Conduct, Alternative Programs and the Referral Process, Communication, Truancy Issues and Process);
- B. **Human Resources** (Teacher Evaluations, The Hiring Process, The Terminations Process, Contracts and Documentation, The Grievance Process, Substitutes, Employee Leave and Worker's Compensation, Diversity);
- C. **Safety and Security** (District Overview, How Security and Student Services Work Together);
- D. **Athletics** (Eligibility, Scheduling and Vertical Teaming, Marketing, Coaching and Assignments);
- E. **Gifted and Talented** (Nature and Needs, Program Options);
- F. **Area Assistant Superintendents** (Leading vs. Managing, Holding Effective Parent Conferences, How to Evaluate Good Instruction, Complaint Policy, Communication, The District's Culture); and
- G. **Fine Arts** (Difference Between Curricular and Extracurricular, Eligibility, and Fundraising).

This course is designed to steep administrators in the Nacogdoches ISD district and campus culture and offers support throughout the administrator's first year on the job. School leaders with 1-2 years of prior experience may return to participate in selected modules and also receive coaching and support from Assistant Superintendents to grow in their leadership abilities.

Other incentives to help ensure all project participants remain committed to the project's success include the **Carpenter Succeeds** bonus structure, which rewards teachers, leaders, and other staff for the current year's successes but will only be paid to returning staff. This feature of the bonus plan will assist greatly with teacher retention and reducing unwanted teacher attrition.

Changes in other key personnel such as the Project Coordinator or grant-funded staff will be managed in a similar way—by promoting someone from within the school or district who has a demonstrated record of success in their current role or in a preparatory role.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nacogdoches ISD is committed to the **responsible implementation and sustainability** of this and every project it undertakes and realizes that this commitment extends beyond the resources to be acquired with grant funds to include a much broader range of **human, financial, infrastructure, facility, volunteer, and in-kind resources and support**. Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs.

Increasing Capacity

Carpenter Academy leaders know that the key to success for at-risk students is high-quality teaching and learning. To attain the necessary student results, personnel involved in **Carpenter Succeeds** will have access to best practices professional development to grow in the profession of teaching.

For this TTIPS initiative, professional development to **build and increase teacher/staff capacity** includes:

- Contracted coaching and support for the 2 Principals;
- Mentor teachers and related training for mentors and new/beginning teachers (0-2 years experience);
- Training in NWEA MAP diagnostics, assessments and data disaggregation to improve instruction;
- Monthly planning/team-building (out of school time);
- Specialized professional development (PD) and related materials to increase academic performance in reading; science; developmental writing; reading/language arts; math (use of manipulatives); (this includes attendance at professional conferences such as NCTM, NSTA, CAST, CAMT, and others);
- Training in NWEA MAP diagnostics, assessments, and data disaggregation;
- Training in Positive Behavior; and
- Self-selected PD for content-area teachers and all staff

To **increase student achievement**, software licenses to be purchased with TTIPS funding and sustained with other funding (see below) include:

- eBooks for loading onto eReader devices
- Compass Learning
- Online cross-curricular resources for research and content-related study

Additional supports to increase student achievement include hiring one Social Worker, one Guidance Counselor, and one Licensed Vocational Nurse; and providing additional funding to extend time on campus for one Parent Involvement Aide. The services of these staff will improve students' health, well-being, and safety in support of **increased academic performance**.

Continued Funding and Support for Sustainability

Sources to support project sustainability include the following:

- **Federal**
 - Existing Title I funds
 - Title IIA, Title IIIA
- **State**
 - Per-pupil allotment (ADA, WADA)

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nacogdoches ISD is committed to the efficient, streamlined integration of existing and future initiatives to improve student achievement. Development of Carpenter Academy's Texas Accountability Intervention System (TAIS) school improvement plan laid the foundation for this TTIPS initiative, **Carpenter Succeeds**, and established these four challenging, yet attainable, performance measures, which Carpenter Academy will continue to pursue during the TTIPS funding period.

1. 55% of 1st and 2nd grade students will read on grade level or above based on MAP data (BOY, MOY, EOY);
2. 60% of 3rd through 5th grade students will pass the STAAR reading exams at Phase in 1 level 2 standards;
3. 55% of students will pass STAAR writing; and
4. 55% of students will pass the 5th grade STAAR science test in 2015.

For each performance measure, Carpenter Academy has set and will update quarterly milestones to track their progress toward achieving each goal. Once these goals are achieved, the school will be back on track to exit Priority School status.

Additional targets include the performance measures in the bonus pay structure, found on page 43, which was designed to reward all school leaders, teachers, support staff, and operational staff commensurate with their role and direct level of impact. Academic improvement objectives for the bonus plan include student academic achievement, the school's TEA rating, and the number of distinction designations achieved. Performance measure targets will be finalized during the TTIPS pre-implementation period (by July 1, 2016), and annual targets will be refined and expanded throughout the grant period.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nacogdoches ISD will continually assess the Carpenter Academy learning community's academic, social, behavioral, professional development, and instructional leadership needs to ensure that implementation of the Early Learning Intervention model positively impacts teacher and school leader effectiveness, operational flexibility, student achievement, and parent and community engagement and support. Adjustments will be made as needed. Data sources will include: diagnostic, benchmark/interim, and end-of-year student assessments; informal surveys/interviews with school leaders, teachers, district and campus support staff; weekly feedback for teachers on instructional and classroom management effectiveness; informal surveys/interviews with parents and students; and formative and summative teacher and school leader evaluations. A site-based decision-making committee composed of teachers, parents, and community members and led by the Carpenter Academy school leaders will support the TTIPS Project Coordinator and district support staff in continually assessing needs and modifying program activities as appropriate.

As the TTIPS project period progresses, Carpenter Academy staff and district leaders will collect data for formative assessment to note progress toward **campus performance goals and TTIPS performance measures**. The estimated **schedule of overall data collection** is as follows:

Collection Schedule	Data/Evaluation Type
Daily	Attendance
At least monthly	Parent Involvement, teacher access to/use of data; impact of extended learning time; Discipline/Behavior results/referrals; teacher walkthrough/observation data
Each grading cycle	Student grades and internal common assessment results (core content areas)
At least quarterly	STARR benchmarks; MAP test results; participation in professional development or coaching (quantity and quality); teacher quality/effectiveness; school leader quality and effectiveness
BOY, MOY, EOY	CLI Engage pre-K diagnostics and assessment
Annually	Student and teacher demographics; teacher retention/attrition; Title I survey

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Schedule #15—Project Evaluation (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The **Carpenter Succeeds TTIPS Project Coordinator (PC)** will communicate with **Nacogdoches district leaders** (Assistant Superintendent for Academic Services, Executive Director for Accountability and Federal Programs, etc.) at least weekly during the to monitor the planning, implementation, and achievement of all annual performance milestones of this TTIPS initiative. The PC will complete and deliver written Activity/Progress Reports to TEA as required. All planned activities and contracted services will be monitored and evaluated through observations, surveys, and formal and informal evaluation methods to determine their merits and effectiveness in achieving project aims. Any observations and recommendations will be closely monitored to enable the leadership team to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, the initiative will have the opportunity to continuously improve.

In addition to other duties previously described, the PC will complete and deliver written Activity/Progress Reports TEA in order to determine: **a)** The extent to which activities proposed in this application are implemented as planned; **b)** The extent to which the activities/strategies achieve the goals and objectives of the project; and **c)** The nature and extent of project impact on project participants/beneficiaries.

Major Ongoing Monitoring/Improvement/Adjustment Tasks:

- Involve teachers, grade level lead teachers, instructional coaches, and parent/community leaders in the planning process;
- Utilize instructional leadership expertise of school leaders and Assistant Superintendent for Academic Services;
- Finalize plan for monitoring (revisit annually);
- Conduct BOY, MOY, and EOY evaluation of academic programs, grades pre-K – 5;
- Collect student achievement data (STARR, MAP, etc.);
- Analyze data and report to TEA in requested formats; and
- Review financial/cost/accounting procedures and complete interim reports.

Feedback for ongoing refinement of the initiative will be obtained from participants at least quarterly to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.

The following general schedule of communication will be observed throughout the funding period:

- **Weekly—Carpenter Succeeds PC**, school leaders, instructional coaches, and teachers communicate about implementation of project activities as needed; teachers meet to adjust instructional activities and communicate with students, parents, and families as appropriate.
- **Monthly—PC** consults with site-based decision-making committee to monitor and adjust grant activities as necessary; school leaders schedule teachers and support staff to attend and participate in professional development.
- **Quarterly—PC** (as supported by Executive Director of Accountability and Federal Programs, data clerks, and others) completes evaluation reports as required by TEA and disseminates results to the Carpenter Academy learning community via board meetings; teachers are evaluated by school leaders; school leaders are evaluated by the Assistant Superintendent for Academic Services.
- **Semi-annually—PC** and/or school leader administers surveys to parents, teachers, and students to gauge satisfaction with the Transformation model implementation and collect feedback about student and family needs; mid-year and end-of-year student assessments are administered to monitor academic progress based on benchmark data collected in the fall.
- **Annually—Site-based decision-making committee** convenes to evaluate implementation and adjust timeline of activities for subsequent year, as necessary.

The PC will gather and present data collected from teachers and other staff members, including data on student achievement to Nacogdoches ISD senior leadership and others as appropriate in order to seek guidance throughout the funding period. Additionally, project stakeholders, including parents, will have weekly opportunities to provide input, make suggestions about, and participate in project activities throughout the project period.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 174904	Amendment # (for amendments only):
<p>Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:</p> <ul style="list-style-type: none"> Identify a reasonably sized pool of prospective external providers Assess level of experience in delivering the work Determine a history of prior success; consistent strong results in similar projects Conduct a risk-assessment related to contracting Execute final selection and procurement <p>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>When Nacogdoches ISD selects professional development resources, consultants, or other external service providers, the process centers on need and quality. The Assistant Superintendent for Academic Services (and other senior leaders) and school leaders first identify areas in which they would like their teachers and schools to develop, and then they research the availability, results, and backgrounds of those who are considered most effective both in content knowledge as well as presentation of content.</p> <p>For Carpenter Succeeds, Nacogdoches ISD and Carpenter Academy principals will seek out external providers for expert professional development in principal coaching as well as specialized PD in content-area curriculum and interventions (in math, reading/language arts, science, and developmental writing); the use of student-accessible, hands-on tools and strategies (ex: math manipulatives) to improve instruction; training in NWEA MAP diagnostics, assessments, and data disaggregation to improve instruction; and Positive Behavior. In addition, teacher self-selected PD must meet internal standards for high-quality service providers prior to teacher registration in each respective program.</p> <p>Once district and school leaders have identified potential professional development partners, they screen the PD service providers' work for quality and may choose to conduct deeper interviews to ascertain the providers' understanding of the issues/topics/processes.</p> <p>Nacogdoches ISD leaders share information with each other about effective and ineffective external providers, thereby building a collective institutional knowledge of effective external resources to meet a myriad of developmental needs for teachers, administrators, and business staff.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The first step in ensuring external service provider quality and success in meeting project deliverables is to create a detailed Memorandum of Understanding (MOU) between Nacogdoches ISD and the external service provider to be contracted.

Then, the district's Assistant Superintendent for Academic Services will meet with the external provider to work on a project plan that includes:

- Gathering baseline data to evaluate impact;
- Setting milestones to stay on track for implementation and feedback loops;
- Identification of roles and responsibilities; and
- Scheduling ongoing check-ins to assess progress.

Nacogdoches ISD's Executive Director of Accountability and Federal Programs (also the District Coordinator for School improvement, or DCSI) will ensure effective implementation of **Carpenter Succeeds** at the district level. The TITLE OF THE PRINCIPALS' BOSS/MANAGER HERE will directly supervise and manage the two Carpenter Academy Principals, who will, in turn, oversee the activities of their respective staffs (pre-K through 2 or 3 through 5) to be hired with grant funds as well ensure effective coordination of external service providers and timely accomplishment of their agreed-upon deliverables.

The Project Management Team, led by the Project Coordinator, will make adjustments to program components (which may or may not directly impact external provider contracts) after careful consideration of input and teacher feedback collected from surveys and other supporting data.

With the project plan and metrics to measure progress toward implementation, Carpenter Academy staff will be able to have constructive conversations about the timeliness and effectiveness of the providers' service. Should there be a negligible result or no results after rounds of input and feedback, the contract and agreement between the district and the provider will be revoked.

Please refer to page 27 for additional information on data sources Nacogdoches ISD and Carpenter Academy review on a regular basis, which will be used, in part, to determine the effectiveness of external service providers and their impact on student achievement and school climate.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 174904		Amendment # (for amendments only):
Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
1.	Identify/hire/designate site-based Project Coordinator; Project Management Team attends TTIPS grant training as required/scheduled;	
2.	Review purpose, goals, objectives, activities, and proposed calendar of TTIPS grant with stakeholders (staff, students, parents) in various formats as appropriate (grade-level and/or faculty meetings; parent involvement nights; newsletters; etc.);	
3.	Review budget items and integrate the schedule of major grant activities/events – including Project Management Team meetings – with school/region/district calendar;	
4.	Contract with job-embedded coach/support for principal;	
5.	Align grant project activities with other national/state/local initiatives;	
6.	Update needs assessment with new demographics, latest academic results from fall benchmarks and interim assessments, and learning community/organizational health survey data;	
7.	Contract with professional development (PD) service providers for summer training (establish deliverables and secure MOU; update annually; research and determine rollout of each program; conduct training for teachers as appropriate);	
8.	Identify Mentor Teacher candidates and begin interviews to select up to 10 Mentors; schedule summer/BOY training and finalize content;	
9.	Work with Assistant Superintendent for Academic Services and campus Principals to identify/purchase instructional materials;	
10.	Purchase technology (eReaders and eBooks) as indicated in budget; work with IT support to include device set-up and maintenance into existing tech plan; work with teachers on plan for integrating new devices into the curriculum;	
11.	Begin recruiting for Social Worker, Guidance Counselor, and LVN; hire by 6/30/2016; onboard by 7/15/16;	
12.	Finalize details of bonus/incentive pay plan if needed; communicate details to Carpenter Academy staff for clarity/transparency; measure impact of bonus plan announcement on teacher retention;	
13.	Identify and send school leaders and selected teachers to attend national and regional professional conferences (NCTM, NSTA, CAMT, CAST, and others)	
14.	Identify school-based team to attend Positive Behavior workshops/training;	
15.	Ensure methods for data collection (qualitative and quantitative) are established and clear;	
16.	Equip the mobile parent resource lab with materials; identify community-based locations for services; schedule calendar of events for 2016-17; invite parents to attend and participate	
17.	Finalize plan to expand full-day pre-K implementation schedule in 2016-17, including plans to integrate new (CLI Engage) diagnostic/assessment instruments into Nacogdoches ISD's testing calendar and protocols; inform the Carpenter Academy learning community, including parents, of new programs, opportunities, and initiatives; recruit/hire/train high-quality pre-K teachers; and recruit and enroll students;	
18.	Integrate/align aspects of TTIPS grant plan into Carpenter Academy's leader and teacher evaluation system (PDAS); and	
19.	Report pre-implementation progress and program updates to the Carpenter Academy learning community and TEA.	

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Title I, Title II funds:

- District-level support;
- Campus-level curriculum; instructional coaches;
- Interventionists;
- Instructional materials and supplies;
- Computer technology
- Field lessons for students
- Some professional development

Title II

- District-provided PD and support (on-campus assistance)
- Contracted PD consultants (provide training and campus teacher observations with feedback and give recommendations for curriculum and support materials)

Bilingual Funding

- SIOP training (ELL instructional strategies)
- ELPS (English Language Proficiency Standards) resources

Priority and Focus Schools Grant

- Funding to address 7 Critical Success Factors
- PD

Collaborate with Stephen F. Austin State University

- CONFIANZA program (granted to SFA and partnering with Nacogdoches ISD) to provide PD training and support; and
- ESL teacher endorsement/bilingual certification provided at no charge to the teacher, school, or district

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 174904	
Amendment # (for amendments only):	
Statutory Requirement 5: Principal Replacement Applicants proposing a TRANSFORMATION, EARLY LEARNING or TURNAROUND model must replace the principal who led the school prior to the commencement of the model. Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015. These applicants shall respond to the prompts in the table below. Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Name of principal who will be in place through the implementation of the model:	Carpenter Elementary: Roxanne Lathan Carpenter Intermediate: James Adams (These two grade-based divisions share one campus but have two Principals to manage this Priority School.)
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	July 2015 Both Principals are new to Carpenter Academy as of the 2015-16 school year.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	<p>Data sources district and school leaders reference for student growth include STAAR and NWEA MAP (Measures of Academic Progress) benchmarks and actual results and results of internal common assessments.</p> <p>Student achievement is included as a factor in the Professional Development and Appraisal System (PDAS) score in that academic results have the potential to impact Domain 8: Improvement of the Academic Performance of All Students on the Campus. A rating of "Met Standard" adds 2 points to this domain; "Improvement Required" adds no points</p>
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	<p>Under PDAS, campus leaders conduct two formal observations of each teacher each year, and each member of the Campus Leadership Team conducts four additional walkthrough observations per week, visiting teachers' classrooms to monitor instructional consistency and quality and inform professional development planning for individuals, grade levels, and the entire school</p>
Describe how the evaluation system was developed with teacher and principal involvement:	<p>Texas has used PDAS to evaluate teachers since 1997. It ranks instructors across eight areas on a four-point scale: Exceeds Expectations, Proficient, Below Expectations, and Unsatisfactory. The history of its development with teacher and principal involvement is unclear. However, a new Teacher Evaluation and Support System is under development and has been designed utilizing extensive input from the state's teachers, principals, and administrators. As part of the state's waiver from specific provisions of the Elementary and Secondary Education Act (more commonly known as the No Child Left Behind Act of 2001), the TEA submitted to the U.S. Department of Education specific details of a new teacher evaluation and support system that began to be piloted in as many as 72 school districts and charters in the 2014-2015 school year.</p> <p>The new "state-recommended system", known as T-PESS (Texas Principal Evaluation and Support System) and T-TESS (for the Teacher version), will be offered to all districts in the 2015-2016 school year; however, the decision to use this system is a local one.</p> <p>Nacogdoches ISD will begin training on the new assessment beginning in January 2016, which is the start of the pre-implementation period for this TTIPS grants.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the ***option*** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	<p>Exact performance targets for each goal will be set during pre-implementation.</p> <p>For Principals (1 pre-K – 2; 1 3 – 5): Campus reaches STAAR goals of XX% met standard in Math, XX% met standard in Reading, XX% met standard in Science, XX% met standard in Writing - \$1,000 each subject area x 4 = \$4,000 2 x = \$8,000 max; and Campus attains/maintains TEA rating of "Met Standard" - \$2,000 each x 2 = \$4,000 max</p> <p>For Intermediate Principal (3 – 5): Campus attains/maintains TEA rating of "Met Standard" - \$2,000 each; Campus achieves distinction designations - \$750 each distinction, possible 6 total x 1 = \$4,500 max;</p> <p>For Assistant Principal/Curriculum and Instruction Coaches: Carpenter Intermediate campus reaches STAAR goals of XX% met standard in Math, XX% met standard in Reading, XX% met standard in Science, XX% met standard in Writing - \$750 per subject area per staff x 5, possible \$3,000 each x 5 = \$15,000 max;</p> <p>For Teachers of K through 2: XX% of enrolled students score at or above grade level in reading and math as measured by the NWEA MAP - \$2,500 each teacher x 18 = \$45,000 max;</p> <p>For Teachers in STAAR tested grades/subjects: 90% of enrolled students meet standard for their content area(s) - \$2,500 each teacher x 11 = \$27,500 max;</p> <p>For Campus Teachers, Librarian/Counselor/Nurse (RN and LVN): Carpenter Intermediate campus reaches STAAR goals of XX% met standard in Math, XX% met standard in Reading, XX% met standard in Science, XX% met standard in Writing - \$500 per subject area each staff member noted, \$2,000 possible x 46 = \$92,000 max;</p> <p>For Instructional/Clerical Paraprofessionals: Carpenter Intermediate campus reaches STAAR goals of XX% met standard in Math, XX% met standard in Reading, XX% met standard in Science, XX% met standard in Writing - \$1,000 per paraprofessional noted x 14 = \$14,000 max; and</p> <p>For Campus Support Staff (Custodians, Cafeteria Workers): Carpenter Intermediate campus reaches STAAR goals of XX% met standard in Math, XX% met standard in Reading, XX% met standard in Science, XX% met standard in Writing - \$500 per staff member noted x 7 = \$3,500 max</p>
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	<p>Existing protocols and interventions to support struggling teachers include:</p> <ol style="list-style-type: none"> 1. Increased observations and feedback; 2. One-on-one coaching and support from the Principal, Curriculum and Instruction Coach, and/or other district academic specialist; 3. Additional professional development specific to identified area(s) of weakness; and 4. Required observations of effective teachers on campus or elsewhere in the district. <p>With TTIPS funding, an additional intervention/support will be added: Mentor Teachers for instructional staff with 0-2 years of experience</p>
Describe the criteria established for educator removal:	<p>After multiple formal and walkthrough observations, documentation of teacher performance, and allowing sufficient time to improve without further adversely impacting student achievement, poor-performing teachers are removed from their position and replaced with more effective/ capable instructional staff.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	Carpenter Academy currently implements a full-day pre-K program delivered completely by teachers from Nacogdoches ISD (no external partner). TTIPS funding will allow expansion of this program to include an additional section/teacher. Currently, there are 8 full-day pre-K teachers and 4 teacher assistants. This grant will add one teacher for a total of 13 adults interacting with and teaching 173 students, which brings the teacher: student ratio to under 1:20 to ensure adequate supervision and safety.
Indicate if the campus will partner with community-based provider to deliver the preschool.	The pre-K report card is aligned with and correlated to the Texas Education Agency's Texas Pre-Kindergarten Guidelines. Nacogdoches ISD makes use of TEA's web-based training on these Guidelines, and Curriculum and Instructional Coaches, as well as the Assistant Superintendent for Academic Services support the effective implementation of high-quality early learning programs for pre-K and K.
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	<p>Nacogdoches ISD uses the Frog Street pre-K curriculum (FSPK)—a comprehensive, research-based program created by early childhood experts that integrates instruction across developmental domains and early learning disciplines.</p> <p>The cornerstones of the program are:</p> <ul style="list-style-type: none"> • An extensive integration of theme, disciplines, and domains; • Social and Emotional development; • Differentiated instruction; • Equity of English and Spanish materials and instruction; and a • Joyful approach to learning. <p>Innovative approaches in FSPK incorporate current research based instruction for literacy included in the <i>National Early Literacy Panel and Beyond</i>, 2013. In addition, the instructional models in FSPK target strategies to ensure long-term memory, alertness, and information processing based on brain science research. FSPK also incorporates STEM education, an approach to teaching and learning that integrates the content and skills of science, technology, engineering, and mathematics. Instruction in FSPK supports multicultural relevancy with materials and resources for languages other than Spanish. English Language Learner instruction in FSPK incorporates research in second language acquisition with classroom strategies for the Natural Approach, Total Physical Approach and Cooperative Learning. Materials and resources include pronunciation keys for five languages. FSPK also features distinct home/school/community connections linked to thematic units and the scope and sequence.</p>
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	Carpenter Academy will use CLI Engage diagnostic and assessment instruments as well as the NWEA's MAP (Measures of Academic Progress), which is administered at the beginning, middle, and end of the school year (BOY, MOY, EOY). By limiting student testing to these two instruments that inform continuous improvement and next-grade readiness, teachers and staff can focus on individualizing instruction for each child and can measure the impact of their teaching on these consistent developmentally appropriate instruments without the stress of over-testing.

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Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications:</p>	N/A

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Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements			
County-district number or vendor ID: 174904		Amendment # (for amendments only):	
<p>TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline</p> <p>Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.</p> <p>Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.</p> <p>List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.</p> <p>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>			
Critical Success Factor:	<i>Academic Performance/Improve the Instructional Program</i>		
Planned Intervention		Period for Implementation	
1.	Provide support to teachers needing improvement in one or more professional areas; Provide beginning teacher mentoring program for teachers with 0-2 years of experience to improve teacher retention and instructional/organizational competence	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Provide teachers with specialized professional development (PD) and related materials to increase academic performance in reading; science; developmental writing; reading/language arts; math (use of manipulatives); (this includes attendance at professional conferences such as NCTM, NSTA, CAST, CAMT, and others); Provide training in NWEA MAP diagnostics, assessments, and data disaggregation; and Positive Behavior; Provide year-long job-embedded coaching for Principals	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Provide "mini-grants" that allow all teachers to self-select PD that fits their content area and individual need	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide funds to staff summer training, planning and curriculum design/improvements; monthly planning/team-building (out of school time); and an extended summer academic program (includes rising K and 1 st graders and one additional week for all students beyond the required bilingual summer program)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Hire 1 Guidance Counselor, 1 Social Worker, and 1 LVN (to assist campus RN) to provide wraparound services and referrals to outside agencies for students and families in support of improved student health, safety, and academic performance	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Provide staffing funds to increase the number of hours the district's educational aide for parent involvement is on campus to improve and support parent engagement in and understanding of the academic program; Provide materials for a mobile parent education and resource center (activities to take place at community-based locations, such as apartment complexes, community centers, etc.); Provide supplies and materials for parent and community engagement (ex: Family Math Night, Reading Night, Science Night, etc.)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Provide incentives to teachers who meet individual and school-wide academic performance goals	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Teacher Quality*****Planned Intervention****Period for Implementation**

1.	District Coordinator for School Improvement (DCIS) supports teachers and school leaders	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Provide coaching, training, and support to teachers needing improvement in one or more professional areas	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Provide beginning teacher mentoring program for teachers with 0-2 years of experience to improve teacher retention and instructional/organizational competence	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide teachers with specialized professional development (PD) and related materials to increase academic performance in reading; science; developmental writing; reading/language arts; math (use of manipulatives); (this includes supporting their attendance at professional conferences such as NCTM, NSTA, CAST, CAMT, and others)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Provide training in NWEA MAP diagnostics, assessments, and data disaggregation; and Positive Behavior	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Provide "mini-grants" that allow core content teachers to self-select PD that fits their content area and individual need	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Provide "mini-grants" that allow all teachers to self-select PD that fits their content area and individual need	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
8.	Provide incentives to teachers who meet individual and school-wide academic goals	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Leadership Effectiveness***

Planned Intervention		Period for Implementation	
1.	Implement year-long leader training program in district led by the Assistant Supt. for Academic Services (pilot participants will include Carpenter principals)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Provide individualized leadership coaching and PD on topics appropriate to school leadership roles and responsibilities	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Provide year-long job-embedded coaching for Principals	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	District Coordinator for School Improvement (DCIS) supports teachers and school leaders	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Send school leaders to national, regional, and/or state-level academic and school leadership conferences	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Support Principals in removing ineffective teachers and staff (in accordance with district policies, observation and evaluation procedures, coaching and support, and after allowing a reasonable amount of time to improve)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Reward school leaders for student academic growth and other key performance measures	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention		Period for Implementation	
1.	Provide PD/training for NWEA MAP diagnostics, assessments, and data disaggregation to improve instruction	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Collect quantitative student achievement data via standardized state and national assessments: STAAR, NWEA MAP, and other instruments	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Collect quantitative student achievement data via locally produced assessments)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Collect qualitative data via teacher/student/parent surveys, interviews, teacher and administrator observation and coaching, and/or program participant feedback forms	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Measure the impact of PD training on student achievement	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Track data via Eduphoria (internal data and shared drive) system	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Reward teachers for student academic growth as measured by frequently collected, quality data	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:***Increase Learning Time***

Planned Intervention		Period for Implementation	
1.	Provide targeted core content instruction to at-risk and struggling students during after-school tutorial sessions	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Provide targeted core content instruction to at-risk and struggling students during extended summer school program (all students, K-5 included; new 6-week program for K and 1; extended program for 2-5—one week beyond the required bilingual summer program)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Provide materials for a mobile parent education and resource center (activities to take place at community-based locations, such as apartment complexes, community centers, etc.);	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide supplies and materials for parent and community engagement (ex: Family Math Night, Reading Night, Science Night, etc.)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Provide 1:1 devices (eReaders) for students to access high-quality reading materials outside of school time	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention**Period for Implementation**

1.	Provide materials for a mobile parent education and resource center (activities to take place at community-based locations, such as apartment complexes, community centers, etc.);	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Provide supplies and materials for parent and community engagement (ex: Family Math Night, Reading Night, Science Night, etc.)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	1:1 technology engages families in learning;	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Parents participate in school decision-making and committees	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **174904**

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Improve School Climate

Planned Intervention		Period for Implementation	
1.	District Coordinator for School Improvement (DCIS) supports teachers and school leaders	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Provide coaching, training, and support to teachers needing improvement in one or more professional areas	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Provide beginning teacher mentoring program for teachers with 0-2 years of experience to improve teacher retention and instructional/organizational competence	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide "mini-grants" that allow all teachers to self-select PD that fits their content area and individual need	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Provide funds to staff summer training, planning and curriculum design/improvements and monthly planning/team-building (out of school time)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Hire 1 Guidance Counselor, 1 Social Worker, and 1 LVN (to assist campus RN) to provide wraparound services and referrals to outside agencies for students and families in support of improved student health, safety, and academic performance (additional support impacts overall school climate)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Provide staffing funds to increase the number of hours the district's educational aide for parent involvement is on campus to improve and support parent engagement in and understanding of the academic program (strengthens the home-school connection, which impacts overall school climate);	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
8.	Provide incentives to teachers who meet individual and school-wide academic performance goals	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **174904**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **174904**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **174904**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **174904**

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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